DOCUMENT RESUME

ED 167 980 CS 004 722

AUTHOR Ault, Lynda; And Others
TITLE Promising Practices; Elementary Reading Criteria for Excellence.
INSTITUTION Alaska State Dept. of Education, Juneau.
PUB DATE 76
NOTE 10p.; For related document, see CS 004 723

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; Objectives; *Program Evaluation; *Rating Scales; *Reading Programs

ABSTRACT

This program assessment instrument was developed for use by educators and community representatives in evaluating elementary school reading programs and in establishing program goals. Using a rating scale of (1) not started, (2) started/little progress, (3) some progress, (4) almost achieved, and (5) achieved, the instrument covers the following areas: community involvement; program staffing, staff preparation, and inservice training; diagnosing and assessing; and program components. Profile sheets are provided for use with the instrument. (FL)

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# Promising Practices

## Criteria for Excellence

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# Elementary Reading

**Acknowledgements:**
Based on Reading Criteria for Excellence, by

Lynda Ault
Vera Gazaway
Susan Hanson
Betsy Kenworthy
Lola Reed
Martie Steckman

Eula Ruby, Director

Adopted by the State Board of Education, 1976.

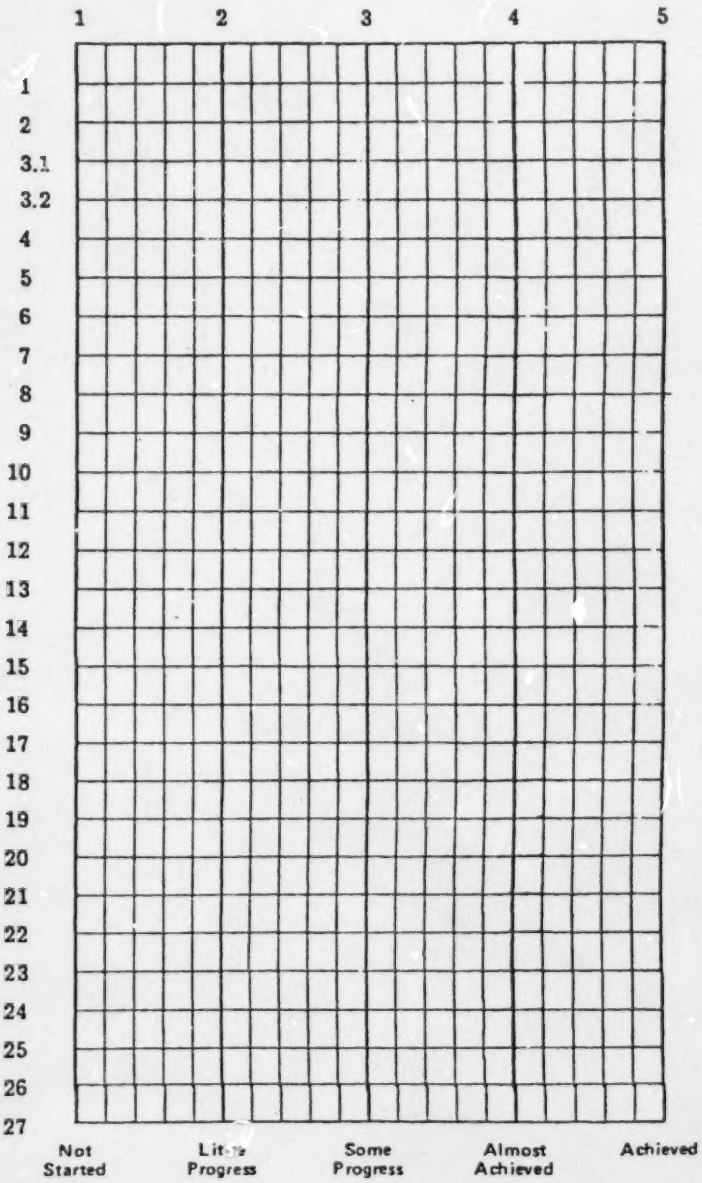
### ELEMENTARY READING
### CRITERIA for EXCELLENCE

This program assessment instrument has been developed to be used by administrators, professional staff and community representatives to assess reading programs and to provide an informational basis for establishing goals. Possible uses for data generated from this instrument are:

Validation of exemplary programs/promising practices
Self-appraisal (building, district, community level)
Development of long range goals
Planning inservice
Planning and evaluating federal programs
Disseminating information

CS004722

PROGRAM ASSESSMENT INSTRUMENT
ELEMENTARY
READING PROGRAM PROFILE



Rating Scale: (1) not started; (2) started/little progress; (3) some progress; (4) almost achieved; (5) achieved

Directions: Mark your rating for each numbered item on the separate profile sheet. DO NOT rate number 3. Rate 3.1 and 3.2 sub-items only.

## COMMUNITY INVOLVEMENT

1. **Reading is a top priority in the educational program.** 1 2 3 4 5

   * The community is involved in assessment of needs and program planning.

   * Staff and community have established the goals of reading instruction and are committed to work together toward fulfillment of these goals.

   * Strategies are developed for meeting goals through short- and long-range planning.

   * Resources (including fiscal, material and personnel) are coordinated to meet reading goals.

   * Information on the status of the reading program is frequently disseminated to the community.

## STAFFING, PREPARATION AND INSERVICE

2. **Personnel hired possess the competencies necessary to meet reading goals.** 1 2 3 4 5

   * Classroom Teachers

   Since most learning involves the reading process, it is essential that there be adequate standards for the preparation of ALL teachers in the area of reading. The standards include:

   * A bachelor's degree, including courses in child development, educational psychology, educational measurement, and children's literature.

   * A minimum of six semester hours for both elementary and secondary teachers in an accredited reading course or courses.

3. **A qualified individual(s) has been identified and given the authority, responsibility and time to develop and coordinate the reading program.**

   3.1 Administrator 1 2 3 4 5

   * Understands the components of the total reading program and is sensitive to the needs of students and teachers.

   * Provides the leadership and resources to foster the development of an excellent reading program.

   * Hires well qualified personnel.

   * Insists on inservice teacher education in reading.

   * Demonstrates his/her commitment to the reading program by presenting a strong case to the school board, the central administration, and the community, for budgetary support.

3.2 Reading Specialist 1 2 3 4 5

* *Role*
Works with teachers, administrators, other professionals to improve and coordinate the total reading program of the school.

Works directly or indirectly with those pupils who have either failed to benefit from regular classroom instruction in reading or who could benefit from advanced training in reading skills.

* *Qualifications*
Completed a minimum of three years of successful classroom teaching in which the teaching of reading is an important responsibility of the position.

Completed a planned program for the master's degree, or the equivalent, from an accredited institution to include a minimum of 12 semester hours in graduate-level reading courses, with at least one course in each of the following:
(a) Foundations or survey of reading.
(b) Diagnosis and correction of reading disabilities.
(c) Clinical or laboratory practicum in reading.

4. **The total certificated staff receives continuing inservice education in the application of reading skills.** 1 2 3 4 5

* Inservice programs are based on ongoing assessment of staff competencies in reading instruction.

* Release school time is provided for participants.

5. **A training program is provided for paraprofessionals and volunteers in the reading program.** 1 2 3 4 5

* There is an organized program of recruitment.

* There is a minimum of 15 hours of preparation for teacher aides and volunteers prior to service in the reading program. The preparation should include:
instructional techniques
record keeping
administrative framework
physical plant
materials
competencies being developed at each level
operation of equipment

* There is continuing inservice based on assessed needs.

## DIAGNOSING AND ASSESSING

6. **An ongoing comprehensive system of evaluation is designed to include:** 1 2 3 4 5

   * Identification of each child's instructional level.

   * Ongoing assessment of skills through criterion-referenced tests.

   * Assessment of degree to which local goals have been met.

7. **Diagnoses of learning problems are made at an early stage, and prescribed programs are implemented.** 1 2 3 4 5

   * All kindergarten students are screened to detect possible learning problems.

   * All students new to the program are evaluated to detect possible learning problems.

   * Appropriate programs are developed, implemented and evaluated.

## PROGRAM

8. **Some components of the reading program include development of:** 1 2 3 4 5
   word analysis
   vocabulary
   comprehension
   reasoning
   study skills
   creative thought and application

9. **The reading program is developmental, based on a scope and sequence of skills at all levels.** 1 2 3 4 5

   * Scope and sequence of skills has been adopted and is utilized in instruction and evaluation.

   * Each student has been placed at the appropriate level on the continuum of skills.

10. **All students have the opportunity to develop the reading skills necessary to meet their needs in society.** 1 2 3 4 5

11. **There is an enrichment program for gifted or high achievement learners.** 1 2 3 4 5

    * High achievers have been identified.
    * Personalized programs have been developed to meet special needs.
    * Special interest groups, materials and activities have been provided.

12. **Skill attainment is continually recorded and maintained throughout the grades.** 1 2 3 4 5

    * Skill sheets are based on the adopted scope and sequence of skills.
    * Individual student progress profiles are maintained and utilized.
    * There is a system by which the skill sheet follows the learner room to room, grade to grade, school to school, program to program.

13. **The learner is informed of progress and helps to plan personal goals and objectives.** 1 2 3 4 5

14. **Each learner has a personalized program. Accommodation is made for varying styles, rates and learning abilities.** 1 2 3 4 5

15. **Materials and activities for all subject areas are chosen in accordance with the skill level of the student.** 1 2 3 4 5

16. **Teachers at all levels teach the reading skills that apply to their subject areas.** 1 2 3 4 5

17. **Bilingual instruction is provided as determined by the goals and objectives of the local community.** 1 2 3 4 5

18. **Provisions are made at all levels for the development of oral and written language.** 1 2 3 4 5

19. **A readiness check, which includes oral language development, is given before reading instruction is started.** 1 2 3 4 5

20. **The learner is guided to realize how useful and enjoyable reading can be for him or her.** 1 2 3 4 5

    * Opportunity is provided daily for application of reading skills in all academic tasks.

    * Time to pursue individual interests through recreational reading is provided daily.

    * The teacher regularly exposes the learner to good literature by reading orally to the student.

21. **There is a continued review and inspection of new materials.** 1 2 3 4 5

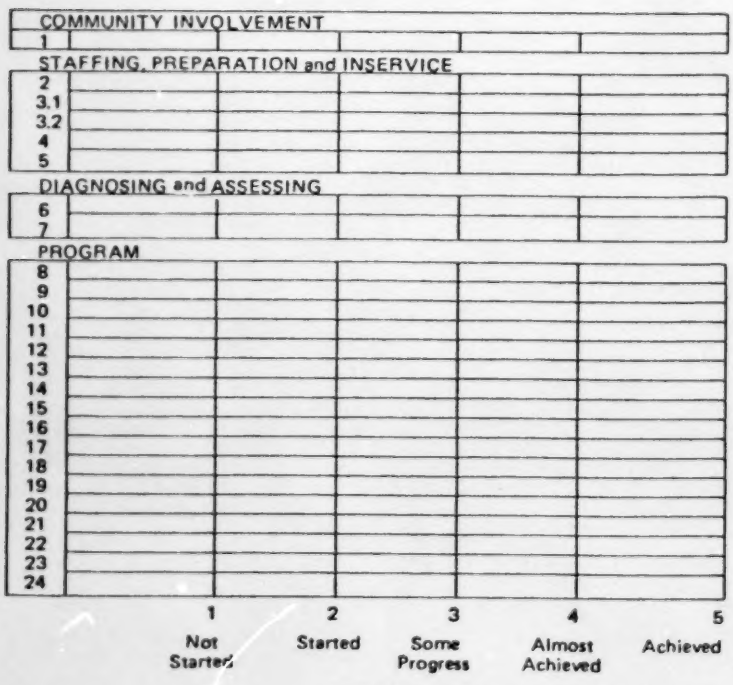
22. **Ordering of materials is carefully coordinated to meet program objectives.** 1 2 3 4 5

    * Teachers and administrators are involved in the review and selection of materials.

23. **A resource materials center is easily accessible to users.** 1 2 3 4 5

24. **Each center has a collection which contains current materials relating to the education profession.** 1 2 3 4 5

ELEMENTARY READING PROGRAM
PROFILE SHEET




PROGRAM ASSESSMENT INSTRUMENT
PROMISING PRACTICES

**PROGRAM, continued.**

| | | | | | | |
|---|---|---|---|---|---|---|
| 25. | **Materials and activities (including current bilingual programs) are relevant to the learners' culture and environment.** | 1 | 2 | 3 | 4 | 5 |
| 26. | **Written guides are provided the teachers for effective utilization of resources, both human and material.** | 1 | 2 | 3 | 4 | 5 |
| 27. | **Services of specialized personnel are available and are an integral part of the reading program.** | 1 | 2 | 3 | 4 | 5 |

## ELEMENTARY READING PROGRAM
### PROFILE SHEET

**PROGRAM ASSESSMENT INSTRUMENT**
**PROMISING PRACTICES**